

## LEAPHART ELEMENTARY

120 Piney Grove Road  
Columbia, SC 29210

**GRADES** K-5 Elementary School

**ENROLLMENT** 565 Students

**PRINCIPAL** Harriet B. Wilson 803-798-0030

**SUPERINTENDENT** Dr. Dennis O. McMahon 803-732-8000

**BOARD CHAIR** Cindy Sweigart 803-781-6358

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	12	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

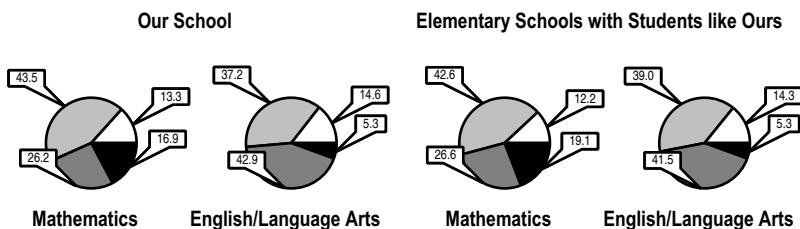
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	43	115	82
Percent satisfied with learning environment	100.0%	81.3%	91.0%
Percent satisfied with social and physical environment	100.0%	73.7%	81.7%
Percent satisfied with home-school relations	93.0%	79.8%	85.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	328	100.0	14.6	37.2	42.9	5.3	48.2	17.6
Gender								
Male	172	100.0	23.4	35.4	37.3	3.8	41.1	17.6
Female	156	100.0	4.9	39.2	49.0	7.0	55.9	17.6
Racial/Ethnic Group								
White	192	100.0	5.5	36.5	49.7	8.3	58.0	17.6
African-American	126	100.0	27.7	40.2	32.1	N/A	32.1	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	301	100.0	13.4	36.6	44.2	5.8	50.0	17.6
Disabled	27	100.0	28.0	44.0	28.0	N/A	28.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	328	100.0	14.6	37.2	42.9	5.3	48.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	327	100.0	14.3	37.3	43.0	5.3	48.3	17.6
Socio-Economic Status								
Subsidized meals	94	100.0	29.5	44.9	24.4	1.3	25.6	17.6
Full-pay meals	234	100.0	9.4	34.5	49.3	6.7	56.1	17.6

Mathematics								
All students	328	100.0	13.3	43.5	26.2	16.9	43.2	15.5
Gender								
Male	172	100.0	17.1	39.9	23.4	19.6	43.0	15.5
Female	156	100.0	9.1	47.6	29.4	14.0	43.4	15.5
Racial/Ethnic Group								
White	192	100.0	7.2	39.2	28.7	24.9	53.6	15.5
African-American	126	100.0	24.1	49.1	22.3	4.5	26.8	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	301	100.0	11.2	43.1	27.9	17.8	45.7	15.5
Disabled	27	100.0	36.0	48.0	8.0	8.0	16.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	328	100.0	13.3	43.5	26.2	16.9	43.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	327	100.0	13.3	43.3	26.3	17.0	43.3	15.5
Socio-Economic Status								
Subsidized meals	94	100.0	33.3	42.3	16.7	7.7	24.4	15.5
Full-pay meals	234	100.0	6.3	43.9	29.6	20.2	49.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	97	N/A	4.1	24.7	59.8	11.3	71.1
	Grade 4	104	N/A	8.7	36.9	47.6	6.8	54.4
	Grade 5	89	N/A	13.5	39.3	43.8	3.4	47.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	106	100.0	2.1	30.9	54.6	12.4	67.0
	Grade 4	101	100.0	12.2	36.7	47.8	3.3	51.1
	Grade 5	121	100.0	27.2	43.0	28.9	0.9	29.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	97	N/A	12.4	36.1	25.8	25.8	51.5
	Grade 4	104	N/A	10.7	35.0	28.2	26.2	54.4
	Grade 5	89	N/A	13.5	46.1	15.7	24.7	40.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	106	100.0	6.2	38.1	32.0	23.7	55.7
	Grade 4	101	100.0	8.9	46.7	31.1	13.3	44.4
	Grade 5	121	100.0	22.8	45.6	17.5	14.0	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 565)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.9%	Up from 0.5%	2.0%	2.4%
Attendance rate	96.5%	Down from 97.1%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	33.6%	Up from 29.1%	28.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.6%	Up from 3.9%	6.7%	8.0%
Older than usual for grade	0.4%	Up from 0.2%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	52.3%	Up from 48.8%	54.7%	50.0%
Continuing contract teachers	81.8%	Down from 90.2%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.7%	Down from 87.2%	88.9%	86.2%
Teacher attendance rate	95.2%	Down from 96.0%	95.7%	95.3%
Average teacher salary	\$41,751	Down 0.3%	\$41,537	\$39,909
Prof. development days/teacher	10.7 days	Up from 9.1 days	10.2 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio	20.2 to 1	Up from 18.9 to 1	20.8 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 92.0%	91.6%	89.7%
Dollars spent per pupil*	\$6,328	Up 17.9%	\$5,486	\$5,892
Percent spent on teacher salaries*	66.5%	Up from 66.1%	67.3%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Leaphart Elementary School is committed to ensure that all students maximize potential to confront future challenges successfully. During the 2002-2003 school year, we continued to implement strategies to achieve this goal.

In the academic area, selected third-, fourth-, and fifth-grade students participated in Math Bridges and Soar to Success programs. Authors Dory Sanders and Dianne Johnson encouraged students to implement innovative techniques for writing. Our PTO sponsored a Read/Write Night and a Science Night for parents and students to learn together. Students involved in the Knowledge Master competition earned second place in the state.

In the arts area, the fifth-grade chorus presented "Lewis and Clark," a musical that integrated with the Social Studies curriculum. The Kids Are Authors club wrote and illustrated a book and submitted it for publication.

Leaphart students pursued several service projects. They donated stockings for children at a local hospital. Leukemia patients benefited from the Penny War. Sixty-one "care packages" were sent to soldiers in Iraq.

We are proud to be honored with the prestigious Exemplary Writing Program Award, 2003. We were recognized as one of 17 schools in the state for our exceptional instructional writing program that crosses all curricular areas. A Time Warner grant enabled our students to participate in a study trip to the Art Museum. Science Coach will be funded next year through a State Department grant.

Leaphart's family is dedicated to excellence in artistic and academic achievement, challenging educational experiences, and productive activities for growth in citizenship and character. We invite you to visit our school where "openness abounds and learning opportunities are optimized."

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.